

The APA/ACL Joint Task Force on Teacher Training and Standards, which created the new *Standards for Latin Teacher Preparation*, will conduct this workshop for APA members who prepare prospective Latin teachers—that is, for everyone who teaches undergraduates or graduate students. It will focus on the impact of the *Standards* on undergraduate and graduate instruction and curricula. No formal papers will be presented. Five members of the Joint Task Force will each offer a brief, provocative presentation of a question that arises from the *Standards*. Each provocation will be followed by 15 minutes of discussion.

Sherwin LITTLE: Most Latin teachers are placed into language methods classes with teachers who may not know much about the methodology of teaching Latin. When they become teachers, their supervisors and evaluators may not have a frame of reference to measure the skills of the Latin teacher. The *Standards* are intended to help those training the beginning Latin teacher and those supporting them at the early stage of their career. This part of the workshop will explore the questions that the *Standards* raise about advancing the skills of the new teacher in pre-service training and in the classroom.

Ronnie ANCONA: Why should college professors learn about the new *Standards*? They incorporate good Latin pedagogy for use at any level of Latin, including the college classroom; they will start to shape our incoming Latin students because they will affect secondary school teaching; and the college classroom is where professors can model various aspects of good Latin teaching addressed in the *Standards* for their classes, which will include the next generation of Latin teachers.

John GRUBER-MILLER: Many professors at the college and university level leave the training of new Latin teachers to instructor of the Latin/Foreign Language methods course. A careful reading of Standard One, Content Knowledge, makes clear that every Latin course should contribute to the prospective Latin teacher's emerging proficiency in Latin. In particular, Standard One advocates that Latin teachers-in-training be encouraged not only to read Latin, but also to speak and write Latin so that they can develop greater fluency and enhance their confidence as they enter the classroom. In short, if everyone nurtures and waters the garden, there will be more Latin teachers—and better prepared ones—who are ready to fill the critical need for Latin teachers.

Susan SHELMERDINE: Teacher training programs often require students to shuttle between Classics and Education faculty who do not really collaborate, much less communicate, with each other. Classics faculty are focused on making sure our students know Latin, while Education faculty talk about lesson plans, assessment and diverse learners. If we want to grow a healthy garden (to use the previous speaker's metaphor), we need to work together. We can learn much from our colleagues in Education, and we can teach them a few things too. As we talk about pedagogy among ourselves, we will also profit from keeping our minds open to multiple approaches.

Lee T. PEARCY: What happens in a Latin classroom in a school often looks very different from what happens in a college class, even when students in the two classrooms are at comparable stages in their study of Latin. More is different than the ages of the students or the pedagogical practices of the instructor. Increasingly the fundamental aims of pre-collegiate teachers and their understandings of Latin as a curricular subject differ from those of their colleagues in colleges and universities. Is Latin in danger of becoming two subjects, one taught in schools and another in colleges? Can the *Standards* bridge the gap?